

GREENWOOD ELEMENTARY

2300 East Howe Springs Road
Florence, South Carolina 29505

GRADES K-6 Elementary School

ENROLLMENT 679 Students

PRINCIPAL Randall Barnes 843-664-8451

SUPERINTENDENT Joseph S. Nelson, Ed.D 843-669-4141

BOARD CHAIR Mrs. Doris Lockhart 843-664-0050

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	55	27	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

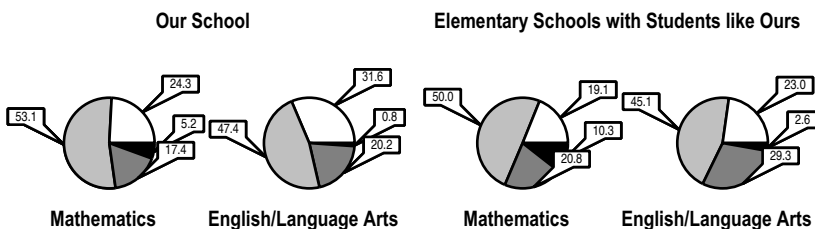
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	44	103	66
Percent satisfied with learning environment	93.2%	70.9%	76.9%
Percent satisfied with social and physical environment	93.2%	76.7%	63.9%
Percent satisfied with home-school relations	75.0%	88.3%	68.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	410	99.8	31.6	47.4	20.2	0.8	21.0	17.6
Gender								
Male	199	100.0	35.6	45.8	17.5	1.1	18.6	17.6
Female	211	99.5	27.9	48.9	22.6	0.5	23.2	17.6
Racial/Ethnic Group								
White	188	100.0	22.7	44.8	30.8	1.7	32.6	17.6
African-American	219	99.5	39.6	49.5	10.9	N/A	10.9	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	348	99.7	26.8	50.3	21.9	1.0	22.9	17.6
Disabled	62	100.0	57.9	31.6	10.5	N/A	10.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	410	99.8	31.6	47.4	20.2	0.8	21.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	410	99.8	31.6	47.4	20.2	0.8	21.0	17.6
Socio-Economic Status								
Subsidized meals	222	99.5	42.9	44.5	12.6	N/A	12.6	17.6
Full-pay meals	187	100.0	19.3	50.6	28.4	1.7	30.1	17.6

Mathematics								
All students	410	100.0	24.3	53.1	17.4	5.2	22.6	15.5
Gender								
Male	199	100.0	19.8	53.7	19.8	6.8	26.6	15.5
Female	211	100.0	28.4	52.6	15.3	3.7	18.9	15.5
Racial/Ethnic Group								
White	188	100.0	14.5	54.1	22.1	9.3	31.4	15.5
African-American	219	100.0	32.8	52.6	13.0	1.6	14.6	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	348	100.0	22.9	52.3	19.0	5.8	24.8	15.5
Disabled	62	100.0	31.6	57.9	8.8	1.8	10.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	410	100.0	24.3	53.1	17.4	5.2	22.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	410	100.0	24.3	53.1	17.4	5.2	22.6	15.5
Socio-Economic Status								
Subsidized meals	222	100.0	33.0	52.9	12.0	2.1	14.1	15.5
Full-pay meals	187	100.0	14.8	53.4	23.3	8.5	31.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	62	N/A	16.7	36.7	46.7	N/A	46.7
	Grade 4	103	N/A	12.6	68.0	19.4	N/A	19.4
	Grade 5	106	N/A	24.8	54.3	20.0	1.0	21.0
	Grade 6	72	N/A	26.4	38.9	34.7	N/A	34.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	104	100.0	22.2	44.4	32.2	1.1	33.3
	Grade 4	70	98.6	27.4	53.2	19.4	N/A	19.4
	Grade 5	129	100.0	36.8	51.8	11.4	N/A	11.4
	Grade 6	107	100.0	36.6	41.6	19.8	2.0	21.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	62	N/A	27.4	54.8	14.5	3.2	17.7
	Grade 4	103	N/A	19.4	47.6	21.4	11.7	33.0
	Grade 5	106	N/A	37.7	45.3	14.2	2.8	17.0
	Grade 6	72	N/A	33.3	44.4	16.7	5.6	22.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	104	100.0	22.2	57.8	14.4	5.6	20.0
	Grade 4	70	100.0	24.2	56.5	16.1	3.2	19.4
	Grade 5	129	100.0	20.2	54.4	19.3	6.1	25.4
	Grade 6	107	100.0	30.7	45.5	18.8	5.0	23.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 679)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.4%	Down from 6.6%	3.0%	2.4%
Attendance rate	95.2%	Up from 94.5%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.0%	Down from 9.4%	15.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.9%	Up from 6.8%	9.0%	8.0%
Older than usual for grade	4.0%	Down from 6.0%	1.0%	1.1%
Suspended or expelled	0.7%	Up from 0.4%	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	50.0%	Up from 45.2%	46.3%	50.0%
Continuing contract teachers	100.0%	Up from 97.6%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.5%	Up from 92.6%	88.0%	86.2%
Teacher attendance rate	94.0%	Down from 94.3%	95.2%	95.3%
Average teacher salary	\$40,892	Up 3.5%	\$39,655	\$39,909
Prof. development days/teacher	7.3 days	Down from 8.8 days	10.9 days	11.4 days

School				
Principal's years at school	20.0	No change	4.0	4.0
Student-teacher ratio	25.2 to 1	Up from 15.2 to 1	19.2 to 1	18.9 to 1
Prime instructional time	88.8%	Up from 88.2%	89.8%	89.7%
Dollars spent per pupil*	\$5,184	Up 11.0%	\$5,820	\$5,892
Percent spent on teacher salaries*	68.0%	Down from 68.3%	65.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	76.5%	Down from 89.6%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Greenwood Elementary enjoyed a busy and productive school year. The school is fully accredited by the Southern Association of Colleges and Schools, The Commission on International and Trans-Regional Accreditation, and the South Carolina Department of Education. Greenwood is also a campus wide Title I school.

Student test scores for the 2002 school year did not reflect the gains that were anticipated in all areas. When compared to 2001 test scores, students in grades three, four and six recorded minimal gains in the number of students scoring basic or better on the South Carolina PACT Language Arts and Math tests. Student scores in grades three, four and six were basically the same as the previous year. The results were:

Students in grade 3 showed a 0.1% increase in the number scoring basic or better in math and an increase of .3% scoring basic or better in language arts.

Students in grade 4 showed an increase of 1.5% in the number scoring basic or better in math and a 1% increase scoring basic or better in language arts.

Students in grade 5 showed a decrease of 6.4% in the number scoring basic or better in math and a decrease of 6% scoring basic or better in language arts.

Students in grade 6 showed an increase of 9.6% in the number of students scoring basic or better in math and an increase of 5.4% scoring basic or better in language arts.

Students in grades one through six participating in the Reading Renaissance program read and tested on 62,056 Accelerated Reader books with an average of 89.3% correct on the computer quizzes.

The Major goals identified for the 2003-04 school year are:

Increase the percentage of students scoring basic or better on the PACT tests in language arts and math by 10% in grades three, four, five, and six.

Increase the student exposure to computer assisted instruction in kindergarten through grade six using three learning labs for internet research, math, language arts and Reading Renaissance.

Continue to emphasize character attributes through literature and classroom guidance.

We appreciate the work of all parents who volunteered to serve on the School Improvement Council, The Title I Committee, the volunteer nurses, and the parents who gave of their time to volunteer in all areas of the school.

Randall H. Barnes
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.